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ABSTRACT

This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) newsletter presents: (1) the goals of the states of Florida, Vermont, and Washington for public school education; (2) an examination of the most frequently proposed controversial issues concerning PBTE; (3) description of a plan for the development of school district programs utilizing berformance criteria, established in Vermont; (4) major resolutions of the Illinois Task Force on Certification, released in May 1972; and (5) statements by four educators on PBTE-related issues in teacher certification, staff development, and research. (MJB)

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Vol. 1, No. 3 October 1972

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Establish State Education Goals

Florida

PREAMBLE

The Constitution of Florida provides for a uniform system of free public schools and for the establishment, maintenance and operation of institutions of higher learning and other education programs that the needs of the people may require. The Florida School Code provides for the establishment of such minimum standards and regulations as shall tend to assure efficient operation of all schools and adequate educational opportunities for all children. To these ends, the following statements are declared to be the goals for public school education in the State of Florida.

PART ONE

GOALS FOR STUDENT DEVELOPMENT

GOAL AREA I. *Communication and Learning* Skills. All students shall acquire, to the extent of their individual physical, mental, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

a. All students shall achieve a working knowledge of reading, writing, speaking and arithmetic during the elementary school years, accompanied by gradual progress into the broader fields of mathematics, natural science, language arts and the humanities.

b. All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem-solving, in critical thinking, and in the use of symbolism.

c. All students shall develop competence and motivation for continuing self-evaluation, self-instruction and adaptation to a changing environment.

GOAL AREA II. *Citizenship Education.* All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

a. All students shall acquire knowledge of various political systems with emphasis on democratic institutions, the American heritage, the contributions of our foreign antecedents, and the responsibilities and privileges of citizenship.

We are devoting a major share of this issue to publishing goals and/or objectives of three states. Many people may wonder why this material is included in a newsletter devoted to Performance-Based Teacher Education.

Performance-based teacher education programs and certification policies are only a means to an end. Too many people lose sight of this fact in their concerns over the pros and cons of performance-based teacher education. The more significant problem is what is the "end." What is a state or a college attempting to do by promoting competency policies or programs? An examination of state goals is fundamental to understanding state policies.

The goals and/or objectives of Vermont, Florida and Washington are provided in order to give readers an understanding of the broader context in which performance-based policies are being promoted in those states.

b. All students shall develop the skills required for participation in the processes of public and private political organizations and for influencing decisions made by such organizations, including competence in judging the merits of competing political ideologies and of candidates for public office.

GOAL AREA III. *Occupational Interests.* All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities — including a positive attitude toward work and respect for the dignity of all honorable occupations.

a. All students shall acquire knowledge of and develop an understanding of the fundamental economic structure and processes of the American system, together with an understanding of the opportunities and requirements for individual participation and success in the system.

b. All students shall develop those occupational competencies consistent with their interests, aptitudes and ability which are prerequisite to entry and advance in the economic system, and/or academic preparation for acquisition of technical or professional skills through post-high school training.

c. All students shall develop competence in the application of economic knowledge to practical economic functions (such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment).

GOAL AREA IV. *Mental and Physical Health.* All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

a. All students shall develop an understanding of the requirements of personal hygiene, adequate nutrition and physical exercise essential to the maintenance of physical health, and a knowledge of the dangers to mental and physical health from addiction and other aversive practices.

b. All students shall develop skills in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.

c. All students shall develop competence in recognizing and preventing environmental health problems.

d. All students shall acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health, and shall develop competence for adjusting to changes in personal status and social patterns.

GOAL AREA V. *Home and Family Relationships.* All students shall develop an appreciation of the family as a social institution.

a. All students shall develop an understanding of their roles and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living.

b. All students shall understand the role of the family as a basic unit in the society.

GOAL AREA VI. *Aesthetic and Cultural Appreciations.* All students shall develop

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PBTE Quotations

In this continuing feature, we will present excerpts from recent publications/speeches/papers relating to PBTE. The sources will be noted so that interested persons will be able to secure the entire document if they wish.

CERTIFICATION SHOULD BE DEPENDENT ON PERFORMANCE

The present system of certification is archaic and really does not tell us much about the prospective competence of teachers. The completion of degrees and of a collection of courses does not fully inform us about a teacher, only that he or she is not intellectually inadequate and that he or she has some presumed interest in teaching. I have stated for several years that future certification should depend on performance over a period of time, with tenure not granted until that performance is adjudged to be competent....

Evaluation should have two objectives: To help persons and institutions achieve maximum educational effectiveness in terms of their own objectives and to identify persons and institutions whose competence warrants public confidence....

The performance movement is married to humanistic concerns or should be. Preparation is individualized and personalized, goals are specified in advance and time is an irrelevant consideration. Humanistic teachers can be prepared through performance criteria. And I would note that the New York State approach to performance emphasizes the need for humanistic teachers.

And what capabilities will these teachers need?

Teachers must be able to guide without dominating, must be capable of assessing needs, learning styles, degrees of readiness for particular kinds of learning tasks. They must be expert diagnosticians, setters of goals and evaluators of performance. All teachers must have regard for the individual human dignity of each student, a talent for creating a positive self-image in each child, a capacity for teaching each child the art of self-criticism, and above all, expectations that every child can learn. All teachers must emphasize human values by knowing how to establish a strong sense of personal identity in the student, a feeling of controlling his own environment through active participation in decisionmaking, and a mission or purpose in his life.

How else do we teach students, not only how to make a living, but how to live a life — a creative, sensitive, humane and autonomous life, one in which they are able to think critically about the established order and able to engage in constructive self-criticism and self-control? How else do we teach students to want to spend the rest of their lives for something that will outlast it?

EWALD B. NYQUIST
Commissioner of Education
New York State Education Department

DESIGNING AND PLANNING NEEDED FOR STAFF DEVELOPMENT AND PROGRAM DESIGN

The first stage is crucial to the process of implementing competency-based teacher education programs. So much seems to need to be accomplished so quickly; momentum is difficult to generate. Long-range plans must be made, people oriented, public relations maintained, and programs explained which are yet to be designed. Instant results seem to be the plea from every quarter. These initial efforts are the focus of this part of the monograph.

Involving people is no more vital than at this stage. Man seems to distrust that which he does not understand, and question that to which he did not contribute. Professors, administrators, teachers, and professional associations generally want to be involved in new ventures; if they cannot because of extenuating factors, then they at least do not wish to be embarrassed by lack of information or incorrect use of the latest pedagogese. Long-range commitment and integration of CBTE involves early efforts to involve staff in awareness conferences, decision-making committees, program design efforts, policy councils, and a continual process whereby contributions are recognized and rewarded.

Orienting important people is part of the program design process. Programs could be designed with little articulation among components, or little relevance to teaching. Significant efforts, however, require careful delineation of program objectives, and identification of basic assumptions upon which they reside.

Planning and management of project efforts undergirds both staff development and program design. As the process is initially conceived, long-range plans, based on systems design principles, should be outlined. While these plans can be changed readily, the stipulation of tasks to be accomplished, their time-line for completion, and persons responsible for them leads to more effective program development.

Success of any venture is predicated upon the innovativeness, vision, and efforts of a small number of people. Surrounding them are others who are less involved and committed, but contribute to the success of the effort. Finally, a large number of persons are interested in knowing about the effort and being nominally involved. Recognizing these differing needs aid in identifying relevant activities; it also decreases ulcer-producing frustrating experiences.

W. ROBERT HOUSTON
Director of Competency-Based Teacher Center
University of Houston

Strategies and Resources for Developing a Competency-Based Teacher Education Program

RESEARCH CONCLUSIONS: MORE WORK, EXTENSIVE EVALUATION NEEDED

Teacher education can no longer remain in a happily ignorant, ineffectual state consisting of romanticized lectures, on the one hand, and fuzzy or unplanned "practical" experience on the other. We are genuinely in sight of the theoretical principles, the operational measures, and even the developmental technology for moving onto a performance-based method of appraising teaching. A great deal of research remains to be done, to discover additional theoretical principles which would lead to more effective training. Even more extensive and more expensive evaluative research will be absolutely necessary in order to test and refine instructional systems so that we can be sure they will have beneficial effects under carefully specified, differentiated conditions of application. The day is still quite a long way off, but it is no longer merely wishful thinking to foresee a performance-based system for the certification of teachers. More important, we can foresee an objective, extremely helpful system of continuing, lifelong development for all members of the profession who want to keep improving their skills.

ROBERT F. PECK AND JAMES A. TUCKER
Research and Development Center for Teacher Education
The University of Texas at Austin

Research on Teacher Education
A chapter to appear in the forthcoming Second Edition of the Handbook of Research on Teaching to be published by Rand McNally.

STATE GOALS

(continued from page 1)

understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts.

a. All students shall acquire a knowledge of major arts, music, literary and drama forms, and their place in the cultural heritage.

b. All students shall be active in one or more fields of creative endeavor, and develop skills in the creative use of leisure time.

c. All students shall acquire competence in the critical evaluation of cultural offerings and opportunities.

GOAL AREA VII. *Human Relations.* All students shall develop a concern for moral, ethical and spiritual values and for the application of such values to life situations.

a. All students shall acquire the greatest possible understanding of and appreciation of themselves as well as of persons belonging to social, cultural and ethnic groups different from their own, and of the worthiness of all persons as members of society.

b. All students shall develop skill in interpersonal and group relationships, and shall recognize the importance of and need for ethical and moral standards of behavior.

PART TWO

ORGANIZATIONAL GOALS

GOAL AREA VIII. *Development of Strategies.* The Department of Education shall insure that instructional strategies developed for use in the state system of public education are designed to maximize the probability that all students will achieve appropriate educational objectives.

a. Teaching/learning strategies shall be designed to meet the personal needs of all students.

b. Teaching/learning strategies shall be directed toward achievement of the goals and objectives for student development established for the state system.

c. Teaching/learning strategies shall be developed in cooperation with and through the involvement of parents, students and lay citizens.

d. Self-renewal of the public education system shall be insured through the creation of new knowledge about teaching and learning, and the application of such knowledge to the development of tested alternatives to existing practice.

e. Development of a variety of feasible alternative strategies for reaching educational objectives shall be insured through the application of systematic planning techniques, including analysis of probable consequences.

GOAL AREA IX. *Implementation of Strategies.* Instructional and administrative strategies shall demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives.

a. Proven strategies shall be implemented on a continuing basis throughout the state system.

b. Maximum school/community participation shall be achieved in the implementation of strategies.

c. Professional educators at all levels in the state system of public education shall participate in the decision-making process with respect to implementation of strategies.

GOAL AREA X. *Evaluation.* The performance of the state system of public education shall be evaluated in terms of the achievement of its students and the efficiency of its processes.

a. Evidence of student learning shall be fully utilized in evaluating the effectiveness of school programs.

b. Teaching/learning strategies shall be regularly evaluated on the basis of (1) their effectiveness in bringing about the achievement of stated objectives, and (2) their efficiency in terms of resources expended.

c. The principles of educational accountability shall be applied to all appropriate aspects of the state system of public education.

Washington

In 1971, the Washington State Board of Education identified the mission of the common schools.

That mission is "to assure learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens."

The process of education should . . .

. . . respect the uniqueness of each learner.

. . . provide increasing opportunities for individual self-direction and decision making.

. . . provide learning experiences matched to each student's readiness to learn and the way he learns best.

. . . help each learner perform well and gain satisfaction from his performance.

. . . emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

. . . extend learning opportunities beyond the school building, school day and school year.

. . . utilize the involvement and support of the entire community to maximize educational experiences.

. . . self-renew through continuous evaluation of progress toward the desired learning outcomes.

As a result of the process of education, each student should . . .

. . . have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

. . . understand the elements of his physical and emotional well-being.

. . . know the basic principles of the American democratic heritage.

. . . appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.

. . . clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.

. . . interact with people of different cultures, races, generations, and life styles with significant rapport.

. . . participate in social, political, economic and family activities with the confidence that his actions make a difference.

. . . be prepared for his next career step.

. . . use leisure time in positive and satisfying ways.

. . . be committed to lifelong learning and personal growth.

In January of 1972 the State Board of Education adopted these goals.

Vermont

EDUCATION IN VERMONT, if it is to move forward, must have a goal toward which to move, a basic philosophy which combines the best which is known about learning, children, development, and human relations with the unique and general needs and desires of Vermont communities. It is entirely possible to discuss goals and ideals in terms of more and better classrooms, expanded library facilities, health services, audio-visual equipment, and such. The Vermont Design for Education takes the position that, although these are certainly justifiable concerns, an educational philosophy should center around and focus upon the individual, his learning process, and his relationship and interaction with the teacher. Toward these ends, the following premises are offered which, taken in summation, constitute a goal, an ideal, a student-centered philosophy for the process of education in Vermont.

1. THE EMPHASIS MUST BE UPON LEARNING, RATHER THAN TEACHING.

(continued on page 4)

STATE GOALS — VERMONT

(continued from page 3)

2. A STUDENT MUST BE ACCEPTED AS A PERSON.
3. EDUCATION SHOULD BE BASED UPON THE INDIVIDUAL'S STRONG, INHERENT DESIRE TO LEARN AND TO MAKE SENSE OF HIS ENVIRONMENT.
4. ALL PEOPLE NEED SUCCESS TO PROSPER.
5. EDUCATION SHOULD STRIVE TO MAINTAIN THE INDIVIDUALITY AND ORIGINALITY OF THE LEARNER.
6. EMPHASIS SHOULD BE UPON A CHILD'S OWN WAY OF LEARNING — THROUGH DISCOVERY AND EXPLORATION — THROUGH REAL RATHER THAN ABSTRACT EXPERIENCES.
7. THE DEVELOPMENT OF AN INDIVIDUAL'S THOUGHT PROCESS SHOULD BE PRIMARY.
8. PEOPLE SHOULD PERCEIVE THE LEARNING PROCESS AS RELATED TO THEIR OWN SENSE OF REALITY.
9. AN INDIVIDUAL MUST BE ALLOWED TO WORK ACCORDING TO HIS OWN ABILITIES.
10. THE TEACHER'S ROLE MUST BE THAT OF A PARTNER AND GUIDE IN THE LEARNING PROCESS.
11. THE DEVELOPMENT OF A PERSONAL PHILOSOPHY, A BASIC SET OF VALUES, IS PERHAPS ONE OF THE MOST IMPORTANT OF HUMAN ACHIEVEMENTS.
12. WE MUST SEEK TO INDIVIDUALIZE OUR EXPECTATIONS OF A PERSON'S PROGRESS AS WE STRIVE TO INDIVIDUALIZE THE LEARNING EXPERIENCES FOR EACH PERSON.
13. THE ENVIRONMENT WITHIN WHICH STUDENTS ARE ENCOURAGED TO LEARN MUST BE GREATLY EXPANDED.
14. THE SCHOOL SHOULD PROVIDE A STRUCTURE IN WHICH STUDENTS CAN LEARN FROM EACH OTHER.
15. TO PROVIDE A MAXIMUM LEARNING EXPERIENCE FOR ALL STUDENTS REQUIRES THE INVOLVEMENT AND SUPPORT OF THE ENTIRE COMMUNITY.
16. SCHOOLS SHOULD BE COMPATIBLE WITH REALITY. LEARNING WHICH IS COMPARTMENTALIZED INTO ARTIFICIAL SUBJECT FIELDS BY TEACHERS AND ADMINISTRATORS IS CONTRARY TO WHAT IS KNOWN ABOUT THE LEARNING PROCESS.
17. INDIVIDUALS SHOULD BE ENCOURAGED TO DEVELOP A SENSE OF RESPONSIBILITY.

SOME WAYS FOR IMPLEMENTING THE PROCESS FOR IMPROVED LEARNING OPPORTUNITIES

THE FOREGOING PHILOSOPHY should serve as a guideline for all activities directed toward the improved learning opportunities, as well as establishing priorities among the school's needs. Keeping the philosophy in the fore, the following are offered as possible activities which will help a school move toward its implementation.

A. THE SINGLE MOST IMPORTANT FACTOR IN IMPLEMENTING THESE IDEAS IS THE TEACHER, AND THE QUALITY OF THE INTERACTION BETWEEN THE TEACHER AND LEARNER.

B. TEACHERS WHO SEEM TO HAVE DEVELOPED TO A CONSIDERABLE DEGREE IN TERMS OF IMPLEMENTING THIS PHILOSOPHY SHOULD BE GIVEN INTENSIVE ASSISTANCE TO WORK IN MODEL OR DEMONSTRATION CLASSROOMS.

C. IT IS IMPERATIVE THAT PRESERVICE COLLEGE STUDENTS BECOME CONCERNED WITH AND EVALUATE THESE IDEAS.

D. CURRICULUM GUIDES AND REQUIREMENTS SHOULD CONTAIN SUFFICIENT LATITUDE TO PROVIDE THE TEACHER THE OPPORTUNITY TO MEET INDIVIDUAL NEEDS.

E. THE DAILY SCHOOL SCHEDULE SHOULD BE RELATED TO THE MAXIMIZING OF LEARNING OPPORTUNITIES.

F. STUDENTS MUST BE PROVIDED WITH A STIMULATING ENVIRONMENT, CONSISTING OF A WIDE AND APPROPRIATE SELECTION OF CHALLENGING EQUIPMENT, MATERIALS, AND READING MATTER SUITED TO THEIR PARTICULAR INTERESTS AND ABILITY LEVELS.

G. CONSIDERATION SHOULD BE GIVEN TO PROVIDING A FLEXIBLE SCHOOL ENTRANCE SCHEDULE.

H. ALMOST ANY SCHOOL FACILITY WHICH HAS ADEQUATE SPACE AND IS SAFE FOR CHILDREN IS COMPATIBLE WITH A STUDENT-CENTERED APPROACH TO LEARNING, ALTHOUGH SOME ARE MORE CONDUCIVE TO LEARNING THAN OTHERS.

I. COOPERATION AND COMMUNICATION AMONG THE SCHOOL STAFF SHOULD BE ENCOURAGED.

J. FOR A SCHOOL TO BE TRULY A CENTER FOR LEARNING, IT MUST BE REALIZED THAT INDIVIDUALS DO NOT CONFINE THEIR LEARNING TO THE WEEKDAY HOURS BETWEEN 8 A.M. AND 3:30 P.M. FROM SEPTEMBER TO JUNE.

K. CREATIVE USE OF PARAPROFESSIONALS CAN HELP FREE TEACHERS TO SPEND A GREATER PROPORTION OF THEIR TIME CONCERNED WITH LEARNING AND KNOWING THEIR STUDENTS.

L. THE CONTINUAL ASSESSMENT OF EACH STUDENT'S PROGRESS IS VITAL. THIS ASSESSMENT SHOULD BE APPROPRIATE TO HIS CAPABILITIES, DESIRES, AND GOALS.

M. THE ADMINISTRATIVE ORGANIZATION, TO UTILIZE MOST EFFECTIVELY AVAILABLE SPACE, TIME AND TALENT, MUST BE REORGANIZED.

ILLINOIS TASK FORCE FAVORS PERFORMANCE

The Illinois Task Force on Certification report released in May, contains the following major propositions:

1. Performance expectations and assessment shall be the principal basis for approval of pre-service and in-service teacher education programs and for teacher certification in the State of Illinois.
2. Teacher certification in the State of Illinois shall have a broad base of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens.
3. Three levels of certification issuance will be provided: (1) an initial certificate (2) a continuing certificate, and (3) renewal of the continuing certificate.
4. Approved public school plans involving continuous performance assessment of teachers will be required for continuing and renewal certification.
5. A select number of university centers will be designated to perform certification assessment — recommending responsibilities and to provide alternative routes to certification.

Controversial Issues Concerning Competency Based Teacher Education

by Robert Arends, Robert Elmes, John Masla

New ventures in education are always subject to criticism, and rightfully so. The proponents of a Competency Based Teacher Education program would be the first to agree that the concept should be able to be defended rationally and logically. If this is not possible, then those that are opposed to the concept and those questioning the concept may well be right. However, we do feel that such challenges can be logically answered. The purpose of this paper is to attempt to answer the most frequently proposed questions and concerns.

#1

Questions-Criticism

The "sum of the parts" does not always equal the whole; and thus, the mere fact that students are able to demonstrate competence in isolation does not guarantee success in the classroom.

Retort

Certainly no one could successfully argue with such a profound and truthful statement. In fact, this is one of the major reasons why we are excited about the new concept. In the conventional program we are not certain what component parts are available to sum, and thus it is nearly impossible to even begin to look at the whole. In a competency based program because the component parts are identified and categorized, we have the unique opportunity of ascertaining whether the sum of the parts does indeed equal the whole. Remember that one of the goals of competency-based teacher education is the training of teachers who are able to demonstrate their ability to be effective with pupils, and that individual competencies are only the vehicle for reaching that end.

We must caution, however, those who are entering this field that in writing specific objectives for a program, the program goal must always be kept in mind and each individual part must be compatible and contribute to the whole.

#2

Question-Criticism

Because the Competency Based program has as one of its foundations a systematic approach, it is mechanistic and dehumanizing.

Retort

On the contrary a Competency Based program offers the student the opportunity to be very selective in his instruction activities. The emphasis is on the goals and objectives, and not the means. We would assume that even a conventional program has some goals or objectives no matter how loosely defined and hidden. A Competency Based program liberates the student and individualizes the entire process.

Certainly nothing is more dehumanizing than the traditional instructor–student relationship in most institutions of higher learning where the student is often at the mercy of the capricious and often hidden criteria of the instructor.

#3

Question-Criticism

A Competency Based program claims individualization, and yet each student is expected to display the same competencies; this claim does not seem consistent.

Retort

A Competency Based program allows the student the opportunity to engage in an individualized instructional program. It does not espouse an individualized outcome; indeed, this is what we are trying to avoid. If the proponents of individualization expect each student "to do his own thing" without regard to goals or objectives, then why have any program at all? For example, we feel that if a student wants to be certified competent in the teaching of reading then he must display the ability to be effective using a variety of approaches. If he is allowed to either avoid any display of competence in this area, or if he is allowed to select one or two specific methods of treatment, then he is not competent to teach reading to all pupils.

#4

Question-Criticism

Trivial behaviors are those most easily operationalized; the really important aspects of teacher education may be overlooked.

Retort

Actually explicit objectives compel teacher educators to attend to the really important aspects of the profession. Because goals and objectives are made public, and brought under the scrutiny of peers and students with resulting feedback there is a much greater chance to eliminate the trivial behaviors.

In addition it assures that broader goals are really being implemented. For example, if a science methods professor claimed that one of his objectives was "To make my students aware of the advantages of implementing an inquiry approach to science," we would not be able to find fault with his basic objective. Yet, if we discovered that he was implementing this goal by delivering lecture after lecture, and measuring the outcomes entirely with a true-false test we would become suspect that he was inconsistent, and not really interested in obtaining his lofty objective.

The very fact that we do make behaviors explicit, permits the instructor and his colleagues to scrutinize them carefully and thus eliminate those unworthy of our efforts.

#5

Question-Criticism

We really know so little about how children learn that it seems ridiculous to base a program on competencies that may not be the appropriate ones.

Retort

Again, if this is true of a Competency Based program, it is also true of the conventional one. The advantage again falls to the former because at least we know what has been done to the students in the way of competencies.

Our present programs could be compared to a physician pumping a number of unidentified drugs into a patient, and then not knowing why the patient either recovered or died.

We cannot guarantee at the 100% level that the competencies identified in any program are the ones which can facilitate pupil growth. Having identified the specific competencies that the graduates have, we should be able to engage in a much more meaningful follow-up analysis to ascertain the relevance of the competencies.

#6

Question-Criticism

The really important areas of teaching are in the affective domain, and these are very difficult to catagorize and measure.

Retort

We agree that objectives in the affective domain are difficult to measure; however, we do feel that they can be measured in behavioral terms. Once we have agreed upon the desirable areas of the affective domain we can begin to identify the specific behaviors which are indicative of those areas. For instance, we might agree that we want teachers that are open and recep-

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CERTIFICATION THROUGH THE APPROVAL OF LOCAL PROGRAMS

A plan for the development of school district programs utilizing performance criteria has been established in Vermont. This plan is an option open to groups wishing to prepare teachers; it does not eliminate the more traditional approaches to teacher preparation in colleges and universities.

The official description of the plan as it appears in the Vermont Rules and Regulations follows:

A Local School District may develop a program for the inservice training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education.

The following conditions will be considered by the State Department of Education before approval is granted to the program submitted by the local district.

1. Evidence that the local teachers participated in the planning and development of the program and have endorsed it by majority vote using secret ballot.
2. Evidence that the local school board participated in the planning and development of the program and that a majority of the school board members have endorsed it.
3. Evidence that the professional administrative personnel in the school district have participated in the planning and the development of the program and have endorsed it.
4. Evidence that there exists a reasonable balance between local workshop-seminar type inservice training programs and academic experience made available by institutions of higher learning as well as other valid educational experiences.
5. The program should encourage and facilitate individualized programs for professional growth and certification renewal.
6. The local program must include provision for job description, task analysis, and performance criteria for all educational personnel.
7. Evidence that institutions of higher education at least one of which has an approved program in teacher education, have indicated a willingness to participate in the local program or lend resources to it, e.g. Membership in a Staff Development Cooperative would be good evidence.
8. Evidence that local school districts have consulted with students, parents, and other interested citizens in the community, in the planning and development of the program; e.g. Is it part of the Local Design for Education?
9. The initial program submitted must provide for an annual review and evaluation by the initiating group.
10. State Department of Education review is provided for on an annual basis.
11. Designate by name and position the composition of the local Evaluation Agency.

CONTROVERSIAL ISSUES

(continued from page 5)

tive to all types of children. With this goal in mind we can then list the specific behaviors which would indicate this type of person. Such observable behavior might include: Does the prospective teacher show equal respectivity to both boys and girls? Does the prospective teacher treat majority and minority students equally? Does the prospective teacher only accept the scrubbed, rosy cheeked, well clothed, bright, articulate pupil, or does he accept the dowdy, unscrubbed, slow pupil with equal openness. These are but a few of the observable behaviors which could be used to measure competence in the above affective area.

MULTISTATE CONSORTIUM ON PERFORMANCE-BASED TEACHER EDUCATION

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Question-Criticism

Competency Based smacks of accountability; therefore, isn't it possible that institutions, and/or individual instructors might be held accountable for the competency of their graduates?

Retort

Yes!